

Year 4 Teacher Planner-Week 5 wb 01.02.21

***** Please prioritise these lessons each day**

	Monday	Tuesday	Wednesday	Thursday	Friday
GPS 20 minutes	To be able to spell words off the year 3 and 4 spelling list. Today we will continue to make sure we know our Year 3 and 4 spellings by playing a spelling game. To do this click the link below, then click on the Against the clock game. https://www.spellzone.com/word_lists/games-11595.htm	To be able to use prefixes Children to watch the videos on the Bitesize page https://www.bbc.co.uk/bitesize/articles/z2gnm39 Children to complete the activity and quiz underneath the videos on the same page.	To be able to use apostrophes for possessive plurals Watch the video below https://classroom.thenational.academy/lessons/to-explore-using-apostrophes-for-plural-possession-cgvk2d Complete the tasks throughout the video. You may need to have a pen and paper to hand.	To be able to use apostrophes for singular possessions and contractions Watch the video below https://classroom.thenational.academy/lessons/to-revise-apostrophes-for-contraction-and-singular-possession-c9j64c Complete the tasks throughout the video. You may need a pen and paper to hand.	To be able to recognise determiners Children to watch the video introducing determiners. They are then to highlight them in the sentences. This can be accessed via the SPAG section in OneNote.
Writing *** 1 hour	To be able to write an explanation Children to continue their explanation and today they will focus on writing an opening paragraph for their explanation. Children to watch the video of the teacher on their OneNote English content library. https://uwmat.sharepoint.com/:o/s/PyeGreenY4/EnL0ue	To be able to write an explanation Today children will write two of the paragraphs for their explanation using the subheadings we wrote last week. Children to watch the video of the teacher on their English OneNote content library. https://uwmat.sharepoint.com/:o/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YU	To be able to write an explanation Today children will complete their explanation. Children to watch the video of the teacher discussing the final sections of our explanation. https://uwmat.sharepoint.com/:o/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YU	To be able to edit my explanation Children to edit their explanation/add in extra detail. Children to watch the teacher explain how to edit their work. https://uwmat.sharepoint.com/sites/PyeGreenY4/_layouts/15/Doc.aspx?sourcedoc={e1b9f472-69ba-4236-b3c6-0f5d4d185160}&action=edit&	To be able to retrieve questions from a text To check understanding of an explanation text children are to answer questions on an explanation text. Children to watch the video of the teacher introducing the text and modelling answering a question. https://uwmat.sharepoint.com/sites/PyeGreenY4/_layouts/15/Doc.aspx?sourcedoc={e1b9f472-69ba-4236-b3c6-0f5d4d185160}&action=edit&

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	<p>G6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxsr</p> <p>As a starter task, children to sketch their plan/layout for the explanation. Mrs Boardman to show children their writing checklist so they understand the skills we are looking for.</p> <p>Watch the second video to see Mrs Boardman discussing how to write an opening paragraph/introduction.</p> <p>Children to watch the video on the English content page to find their plenary task.</p> <p><u>Differentiation will be through the different writing checklists and what is expected to be included in the explanation, this is discussed in the video.</u></p> <p>Written Feedback</p>	<p>0ueG6aTZCs8YPXU0YUWA Bdxm9i2HA-kmxhpS946N2lw?e=0prxsr</p> <p>The teacher will discuss the importance of adding as much detail as possible using features such as expanded noun phrases and adverbials. These will be looked at in the video. Children to then write their own two sections to add to their explanation. Final video to add a plenary task.</p> <p>*Children to use the correct structure of an explanation. **Children to use expanded noun phrases and adverbials to add extra detail for the reader. ***Children to include expanded noun phrases, adverbials and a wide range of conjunctions to aid cohesion in the text.</p> <p>SEND audio feedback</p>	<p>WABdxm9i2HA-kmxhpS946N2lw?e=0prxsr</p> <p>Focus will be on the detail included in the text. Watch the final video on your OneNote English content library to find the plenary task. *Children to use the correct structure of an explanation. **Children to use expanded noun phrases and adverbials to add detail for the reader. ***Children to include expanded noun phrases, adverbials and a wide range of conjunctions to aid cohesion in the text.</p> <p>Audio Feedback</p>	<p>wd=target%28_Content%20Library%2FEnglish.one%7Cbe018479-05e4-4f9b-98e5-56319b3f761b%2FThursday%204th%20February%7C2769e3ea-1b8b-4ef1-a27b-81220746561c%2F%29</p> <p>Particular focus on adding features off the Y4 writing checklist making sure they have achieved their challenge criteria shown below. *Children to use the correct structure of an explanation. **Children to use expanded noun phrases and adverbials to add detail for the reader. ***Children to include expanded noun phrases, adverbials and a wide range of conjunctions to aid cohesion in the text.</p>	<p>b9f472-69ba-4236-b3c6-0f5d4d185160}&action=edit&wd=target%28_Content%20Library%2FEnglish.one%7Cbe018479-05e4-4f9b-98e5-56319b3f761b%2FFriday%205th%20February%7C6e09a062-811a-4f00-894d-b318f53d361c%2F%29</p> <p>Children to answer questions and use information on the text. *Questions to focus on retrieval skills. **Questions to focus on retrieval skills and summarising skills. ***Questions to focus on retrieval skills, summarising skills and commenting on the author's choice. Plenary video discusses the questions and how to answer them.</p> <p>PP written feedback</p>
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<p style="text-align: center;">Maths *** 1 hour</p>	<p>To calculate the area of shapes using non-standard units of measure</p> <p>Key vocab for the week: Length, width, area, space, rectangle, square, rectilinear shape, least, greatest, quadrilateral, rotation.</p> <p>This is the start of a new unit of maths work on area.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxrz</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will explain what ‘area’ is and how to calculate it using non standard units of measure.</p> <p>The task is differentiated *You MUST complete questions 1-4 ** You SHOULD complete questions 1-5</p>	<p>To calculate the area of shapes using squares as a unit of measure</p> <p>Today pupils will develop their learning from yesterday by solving questions where they calculate the area of shapes using squares.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxrz</p> <p>Starter - Flashback 4 Teacher to discuss the answers and methods.</p> <p>The main input of the lesson will explain how to calculate area of rectangles by counting squares and using multiplication facts.</p> <p>The task is differentiated * You MUST complete questions 1-4 ** You SHOULD complete questions 1-6 *** If you are feeling confident, you COULD</p>	<p>To calculate the area of rectilinear shapes</p> <p>Today pupils will develop their learning from yesterday by solving questions where they calculate the area of rectilinear shapes. <i>Recap on the meaning of a rectilinear shape. A rectilinear shape is a shape made from putting more than one rectangle together.</i></p> <p>Video to be accessed via https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxrz</p> <p>Starter - Flashback 4 Teacher to discuss the answers and methods.</p> <p>The main input of the lesson will explain how to calculate the area by either counting the squares or by splitting the shape into rectangles and using multiplication.</p> <p>The task is differentiated</p>	<p>To draw shapes with given areas</p> <p>Today pupils will be learning how to draw shapes with given areas using squares and squared paper.</p> <p>Video to be accessed via https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxrz</p> <p>Starter - Flashback 4 Teacher to discuss the answers and methods.</p> <p>The main input of the lesson will explain how to draw shapes – rectangles and rectilinear shapes with a given area by using what they have learnt about counting squares and using multiplication L x W for rectangles.</p> <p>The task is differentiated * You MUST complete questions 1-4 ** You SHOULD complete questions 1-7 *** If you are feeling confident, you COULD complete questions 1-9</p> <p>At the end of the video there is an explanation of the answers</p>	<p>To compare shapes according to their area</p> <p>Today pupils will be applying all that they have learnt this week about calculating area to compare them using < > and =</p> <p>Video to be accessed via https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxrz</p> <p>Starter - Flashback 4 Teacher to discuss the answers and methods.</p> <p>The main input of the lesson will look at how we can calculate areas of rectangles and rectilinear shapes to be able to compare the area using < > and =</p> <p>The task is differentiated * You MUST complete questions 1-3 ** You SHOULD complete questions 1-7 *** If you are feeling confident, you COULD complete questions 1-9</p> <p>ALL PUPILS WILL COMPLETE A FORMS ASSESSMENT TODAY to</p>
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	<p>*** If you are feeling confident, you COULD complete all of the questions</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p> <p>Audio Feedback for SEND</p>	<p>complete all of the questions AND my challenge.</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p> <p>Written Feedback</p>	<p>* You MUST complete questions 1-2 ** You SHOULD complete questions 1-4 *** If you are feeling confident, you COULD complete questions 1-4, my challenge and the reflect task.</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p>	<p>and methods in order to address misconceptions.</p>	<p>assess understanding and to allow feedback from pupils and parents.</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p> <p>Audio Feedback</p>
<p>Reading *** 30 minutes</p>	<p>To read a book and complete AR quiz. Pupils will need to log onto Myon using their log in details. They will then need to click on projects at the top of the screen – this will take them to the projects they have been set. Pupils have been allocated projects based on their reading ability. If they have been allocated the projects for group 1 or 2 (which it will say on Myon) they will be reading 1 book over 2 days and then completing the AR quiz. If they have been</p>	<p>To be able to recognise difficult vocabulary from a text Teacher to introduce the first two pages of the text and discuss some of the vocabulary we may not know (video can be accessed on Whole Class Reading content library). Vocabulary highlighted on the text. Only focus on the first two pages due to difficulty of text. *Children to match the vocabulary to the definitions.</p>	<p>To be able to retrieve answers from the text Teacher to introduce the final two pages of the text. Continue to watch the video to discuss new vocabulary and recap on yesterday's vocabulary. Continue to watch the video to find out how to retrieve answers from the text. *Children to answer a find and copy question and a retrieval question.</p>	<p>To be able to make inferences about the characters Teacher to introduce question examples linked to the text. Teacher to recap use of APE on the video found on WCR OneNote content library. *Children to answer retrieval style questions (linked to the characters) to practise this skill. **Children to answer one APE style question that asks them to make inferences. ***Children to answer two APE questions including one</p>	<p>To read a book and complete AR quiz. Pupils will need to log onto Myon using their log in details. They will then need to click on projects at the top of the screen – this will take them to the projects they have been set. Pupils have been allocated projects based on their reading ability. If they have been allocated the projects for group 1 or 2 (which it will say on Myon) they will be reading 1 book over 2 days and then completing the AR quiz. If they have been allocated the</p>

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	allocated the project for group 3 they will be reading one book each day and completing the AR quiz.	<p>**Children to match the vocabulary to the definitions and answer a vocabulary question.</p> <p>***Children to test their knowledge on the vocabulary by answering find and copy questions.</p> <p>Sticker Feedback</p>	<p>**Children to answer find and copy/retrieval questions.</p> <p>***Children to answer all of the questions including a variety of question types linked to retrieving answers from the text.</p> <p>PP written feedback</p>	<p>where it asks to make a judgement (this is explained further in teaching video).</p> <p>Audio Feedback</p>	project for group 3 they will be reading one book each day and completing the AR quiz.
Mental Maths 15 minutes	<p>Fluent in Five questions – Pupils to access Fluent in five page on one note where there is a forms for them to fill in their answer. Pupils to be encouraged to work out on paper. Forms will mark the questions and give feedback.</p> <p>Sticker Feedback</p>	<p>TT Rockstars – Battle of the Bands 4B vs 4C</p> <p>Pupils will have today to earn as many points by playing garage, studio or sound check.</p>	<p>Fluent in Five questions – Pupils to access Fluent in five page on one note where there is a forms for them to fill in their answer. Pupils to be encouraged to work out on paper. Forms will mark the questions and give feedback.</p>	<p>TT Rockstars – Sound check</p> <p>Ask the pupils to play as many games on sound check as possible. Pupils encouraged to send a picture of their best score.</p>	<p>Fluent in Five questions – Pupils to access Fluent in five page on one note where there is a forms for them to fill in their answer. Pupils to be encouraged to work out on paper. Forms will mark the questions and give feedback.</p>
Foundation *** 1 hour	<p>Online Safety/PSHE</p> <p>To become familiar with an etiquette for using the collaboration space in</p> <p>To connect with members of my class in an online shared space</p>	<p>To consider how inventions impacted on people's lives.</p> <p>Teacher introduction video focusing on:</p> <ul style="list-style-type: none"> - how many inventions we use - What life would have been like prior to these 	<p>To consider the inventions that I use regularly</p> <p>Teacher introduction looking at different inventions in the classroom and how to set out work.</p> <p>https://vimeo.com/506160577/a6669cb37c</p>	<p>A Recipe for Success</p> <p>To consider how certain inventions lead to others being made</p> <p>Teacher introduction video focusing on one area from yesterday – Home inventions.</p>	<p>Art</p> <p>To explore colour pallets and how they can convey mood</p> <p>Watch teacher video introducing the primary, secondary and tertiary colour wheel.</p>

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	<p>Teacher prepared video about the rules for working in a collaborative area. https://vimeo.com/manage/videos/505830279 Children login. Different areas have been set up for children to do different things:</p> <ul style="list-style-type: none"> • 'Talk' to a friend • Tell/read a joke • Answer an open ended question <p>This will be our first experience of the collaboration space and so all children will access in the same way although the dictate tool has been introduced to enable greater accessibility.</p> <p>Afterwards children complete the forms questionnaire to give us some feedback about how the session went. https://forms.office.com/Pages/ResponsePage.aspx?id=VHvDRIFT3kC5gtFgj34GChwQU35vxJct7w1MqxpAnNUQ1VTWTRNRU9MNTFTRORLU0E3Tk85VDBSN54u</p>	<p>- How they have impacted on people's lives https://vimeo.com/505885347/b356510443</p> <p>Go to your foundation area on OneNote and complete the table, thinking about how life was different before each invention and how the invention changed people's lives.</p> <p>* Choose 6 inventions and consider how they have changed people's lives + final task during end part of the video. **Choose 6 inventions and consider what life was like before they were invented and how they have changed people's lives + final task during end part of the video. ***Choose 8 inventions and consider what life was like before they were invented and how they have changed people's lives + final task during end part of the video.</p> <p>Children to make decision about which invention made the biggest impact on their lives.</p>	<p>Focusing on three areas (see below) children identify different inventions which act as elements of these: home inventions</p> <ul style="list-style-type: none"> - Living room inventions - Kitchen inventions - Bathroom inventions <p>transport inventions linked to things that they use. Eg the car/ bikes/scooter/bus</p> <p>entertainment inventions</p> <ul style="list-style-type: none"> - Inventions linked to watching - Inventions linked to listening <p>*Create spider diagram showing inventions ** As above plus colour code RAG how frequently they use these inventions *** As two star plus a reflection about what they have found Make sure children know to keep work if they work on paper.</p> <p>Sticker Feedback</p>	<p>Look more deeply at what needed to be invented prior to these inventions. Eg. Kettle – electricity, heating element, light to show on, flick switch that resets, conducting and insulating materials – science link.</p> <p>*Focus on one room in the house and look at 6 inventions that would have been needed to be invented before ** Focus on two rooms in the house and look at 8 inventions that would have been needed to be invented before *** Focus on three rooms in the house and look at 10 inventions that would have been needed to be invented before</p> <p>Plenary task What are the three key inventions that keep coming up? Pupils record these on their OneNote</p> <p>SEND Audio Feedback</p>	<p>Focusing on warm and cool colours (similar to Picasso's Rose and Blue periods) children experiment with a simple straight face emojis to establish which colours are more positive (the warmer colours) and which are more negative (the cooler colours)</p> <p>* Experiment by drawing different colour emojis **Experiment by drawing different colour emojis, adapting the features to convey further moods</p> <p>When finished rank the emojis from the most positive looking colour to the most negative.</p>
Independent Reading 15 minutes	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can</p>

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	<p>where they can concentrate on building reading stamina. Pupils to complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</p>	<p>where they can concentrate on building reading stamina. Pupils to complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</p>	<p>to read where they can concentrate on building reading stamina. Pupils to complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</p>	<p>concentrate on building reading stamina. Pupils to complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</p>	<p>concentrate on building reading stamina. Pupils to complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</p>
<p>Spellings 10 minutes</p>	<p>One Note</p> <p>To develop my spellings</p> <p>Children to look at the next five words on the Year 3 and 4 spelling list.</p> <p>calendar, caught, centre, century and certain.</p> <p>Challenge- Children to spell words with the prefix im these include immoral, immortal and impossible.</p>	<p>One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see the word) 2 minutes to check how many they managed.</p>	<p>One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see the word) 2 minutes to check how many they managed.</p> <p>Did they beat yesterday?</p>	<p>One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see the word) 2 minutes to check how many they managed.</p> <p>Did they beat yesterday?</p>	<p>To be able to spell year 3/4 words</p> <p>Children to be tested on their spellings.</p>
<p>PE</p>	<p>Tom and Alex have produced some videos. They can be accessed using the links below.</p> <p>Alex: Cross lateral movement https://vimeo.com/506078335</p> <p>Tom: Coordination https://vimeo.com/506032054</p> <p>Pupils also have access to the weekly PE challenge in their foundation folder on One Note. This task can be completed as many times as they want and the results emailed to the relevant email address.</p>				